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| Term  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| Substantive KnowledgeThis is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills)This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment opportunitiesWhat assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| Autumn Term -Year 12 | Assess previous music theory knowledge and understanding.**Appraising Music**Define the history of music through the Western Classical Tradition (WCT).Area of Study (AoS) A – Identify the Mannheim School and the composer Stamitz. Define the early classical era by moving chronologically through Stamitz to Haydn covering composers such as Filtz, J.C. Bach, Mozart and early Haydn.Discuss key genres withing the early classical era, such as style galant, Empfindsamer Stil and Strum und drang.Complete first long response answers looking back at the Early Classical Era.If times allows, start looking at the Haydn 104.Note that we will either teach AoS B or C. Students will not need to do both AoS but each year we will assess which AoS will be best for the cohort.AoS B: Teach Pop and Funk (including disco) orAoS C: Work through Rodgers and start Bernstein.**Composition**Complete composition tasks 0- 4, If time available start task 5.Task 0: Setting up a documentTask 1: 8 bar sentenceTask 2: 8 bar period phraseTask 3: Rounded BinaryTask 4: Arrangement**Performance**Students will complete a series of group performances during this term. Students will complete one solo performance. | Students should be able to:* Identify the key elements of analysis of music; including melody, harmony, form and structure, tonality, texture, metre, tempo, dynamics, musical styles/genres and rhythm.
* Identify key features of the Romantic, Baroque, Classical, Romantic and 20th Century Music.
* Identify key elements of music from listening examples
* Read basic rhythmic notation
* Read basic pitched notation
* Associate terminology with the correct element of music.
* Build on performance skills
* Work on developing an understanding of performing in a group.
* Develop communication skills within their group performances.
* Identify music theory within compositions.
* Analyse music for composition purposes
* Identify the features of a 8 bar period phrase versus a 8 bar sentence phrase.
* Develop compositional skills to include a rounded binary piece.
* Create harmony to a melody.
* Develop ideas from a basic theme.
* Develop harmonies.
* Understand the roles that instruments play in a string group or orchestra.
* Understand the key features of style galante, Empfindsamer Stil and Strum und Drang and be able to differentiate between the two of them.
* Define the initial characteristics of the symphony in the Early Classical period.
* Understand the role of patronage within the beginning of the early classical period.
* Understand the key features of Pop, Funk and Disco or the musical features of Richard Rodgers and Berstein.
 | Theory testsResearch task on Stamitz and Mannheim.Complete Compositions tasks 0-4.Listening assessment on dictation and aural skills. Group performance of their composition. Formative questions – find and locate (score reading)Research task – Haydn’s life and worksAssess students’ solo performance capabilities. Exam style questioning for the AoS B/C topics covered. Analytical writing on wider listening.Long answer response based upon Mannheim.  |
| Spring Term – Year 12 | **Appraising Music**AoS A: Haydn 104 – finish movement 1 start movement 2AoS B: Teach Rock (including progressive rock, heavy metal, Folk-rock and punk rock), soul and folk music.orAoS C: Work through Bernstein and start Sondheim. Review through all composers studied to date.AoS E: Complete an overview of 20th C Music.Wider listening around Impressionism.In depth analysis of Debussy set work.Wider listening on Expressionism.Complete music dictation tasks**Performance:** Independent work on solo performance.**Composition:** students will complete tasks 4 and 5. They will start task 6.Task 4: ArrangementTask 5: MinuetTask 6: Sonata Form. | Students should be able to:* Identify the key elements of Rock Music, such as structure, instrumentation, key features (eg. power chords, distortion, slap bass, etc.) and the use of technology, or explore the musicals written by Bernstein and Sondheim.
* Describe a melody
* Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.
* Analyse and break down all of the key elements of analysis for Haydn Symphony 104.
* Demonstrate exam technique for writing long answer responses.
* Identify the key composers from AoS C through aural analysis or the key genres of AoS B.
* Identify the key genres of 20th C Music, identifying the key genres.
* Identify the key characteristic of Impressionism, such as static harmony, extended chords, tone colours, etc.
* State and locate key features of the Debussy set work.
* Complete basic dictation tasks.
* Identify key features of expressionism, such as tone row, retrograde, Klangfarbenmelodie, etc.
* State and locate key features of both movement 1 and 2 of the Haydn set work.
* Identify all analysis elements in regard to the Haydn set work, including, texture, structure, instrumentation/sonority, rhythm, metre, harmony, melody and tempo
* Understand the basics of using a circle of fifths in a composition.
 | State and locate (score reading) questions.Practice exam essay writing for movement 1Complete question 11 style exam questions.Exam style questioning for the AoS B/C topics covered. Analytical writing on wider listening.Composition tasks 5 and 6.Essay practice questionsPresentations on 20th C MusicExam style questioning for the AoS E.Analytical writing on wider listening. |
| Summer Term – Year 12 | **Appraising Music**AoS A: finish Haydn 104Start looking at Late classical/Early Romantic Beethoven.AoS E: Finish Debussy and winder listening around Impressionism.Complete wider listening around maximalism and expressionism.Complete dictation tasks**Performance:** Independent work on solo performance. Talk through full recital. Perform first recital piece in the summer concerts.**Composition:** Students will complete tasks 6 and 7. They will be given task 8 for summer homework.Task 6: Sonata FormTask 7: RondoTask 8: Octatonic Scale | Students should be able to:* Identify the key elements of music for our set work Haydn 104.
* Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them in unknown listening.
* Analyse and break down all of the key elements of analysis for Debussy set work.
* Demonstrate exam technique for writing long answer responses.
* Perform their first piece from their recital at the Summer concert.
* Identify key compositional techniques that help create a successful composition for the A Level.
* Develop a larger composition keeping in mind all concepts learnt this year.
* Map the key elements of how the symphony changed from 1750-1800 citing specific examples of music.
* Complete question 11 examples with some confidence.
* Develop more mature ideas within their compositions.
* Complete a mock exam with some confidence.
* Identify features of maximalism, ex. dissonant, rhythmic, chromatic, etc.
* Identify features of expressionism, ex. tone row, retrograde, Klangfarbenmelodie, etc.
 | Practice questionsExam style questioning for the AoS C//B/E.Submit composition task 6 and 7. Solo Performance.Mock exam this term- tbd by SLTPPT presentation for peer assessment/revision purposes.Set composition task 8 as summer work alongside with a wider AoS A Listening task.  |

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| Autumn Term -Year 13 | **Appraising Music**AoS A: Review Stamitz through to Beethoven with a focus on Haydn 104.Finish Beethoven and Mendelssohn before moving onto the Early Romantic era. During that time you should cover Schubert, Berlioz, Schumann and Liszt.AoS E: Wider listening for Neo-Classical.In depth analysis for Poulenc Set Work.Review through all of AoS E.Complete dictation tasks**Performance:** Double check performance plans for the recital – check length and genres.Perform their second performance piece for the winter concerts.**Composition:** Complete composition task 9 or 10.Task 9: Whole Tone and pentatonicTask 10: 32 Bar Song formStudents will also start to keep a logbook of the work that they are doing within their composition.Students will start their first compositions which will be due before Christmas. For those who are on a composition higher path, students will need to have started their second composition.  | Students should be able to:* Identify key features of music for all genres studied last year.
* Identify the key elements of music for all set works covered to date, including the Haydn 104 and Debussy Nuages.
* Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.
* Analyse our neo-classical set work by Poulenc.
* Identify the key features of neo-classical music, such as structure, instrumentation, texture and harmony.
* Demonstrate exam technique for writing long answer responses.
* Confidently play their performance recital.
* Identify key compositional techniques that help create a successful composition for the A Level.
* Finish a larger composition keeping in mind all concepts learnt for the exam.
* Complete dictation tasks with some confidence.
* Identify key features that will be needed for their brief/free compositions.
* Write about their compositional process.
* Submit their first composition for the exam course.
 | Formative questions – find and locate (score reading)Research task – Mendelssohn’s life and worksSubmit composition task 8.Composition task 9 or 10, depending on progress last year.Exam style questioning for the AoS E topics covered. Analytical writing on wider listening. |
| Spring Term – Year 13 | **Appraising Music**Complete Smentana, Bruckner, Brahms, Mahler, Tchaikovsky, Dvorak and Strauss. AoS C: Review through all composers.AoS E: Review though all genres and set works.For area of study C and E focus should now be on exam technique.Complete dictation and long answer tasks.**Performance:** Complete a mock recital in January. Students will submit their exam during this term.**Composition:** Students will work on their second submitted composition. Those who are on the higher composition pathway need to have submitted their second composition and started their third composition.Students will need to continue their logbook. | Students should be able to:.* Identify the key elements of music for all set works covered to date, including all of the set works.
* Be confident in being able to demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.
* Demonstrate exam technique for writing long answer responses.
* Confidently play their full performance recital for their mock exam in January.
* Complete their performance recital exam.
* Identify key compositional techniques that help create a successful composition for the A Level.
* Finish a larger composition keeping in mind all concepts learnt for the exam.
* Complete dictation tasks with some confidence.
* Identify key features that will be needed for their brief/free compositions being careful of their use of the WCT.
* Write about their compositional process in their logbook.
* Complete exam style questions on all subjects.
 | AoS A: Exam technique questions set based upon time period covered to date.Exam style questioning for AoS B/C topics.Analytical writing on wider listening.All compositions and logbooks must be submitted by May 1st in their final format.Set practice essay questions weekly. Exam style questioning for AoS A/B/C topics.Wider listening for AoS A and E.Performance Recital exam due – date TBC. |
| Summer Term - 13 | **Appraising Music**Revision on a AoS’s, complete any composers outstanding from AoS A.Complete exam technique work.Complete dictation and long answer tasks**Performance:** Will be completed by now.**Composition:** All compositions and logbooks must be turned in by May 1st in their final format.  | Students should be able to:* Identify the key elements of music for all genres
* Demonstrate knowledge and understanding of the key elements of music and terminology used to describe them.
* Analyse of the key elements of analysis for all set works
* State and locate key features of any of their set works.
* Demonstrate exam technique for writing long answer responses throughout the whole time period being covered.
* List strategies for completing the dictation task.
* State and locate key features of any of their set works.
* All compositions and logbook must be submitted no later than 1st May in their final format.
 | Complete essay questions weekly.Wider listening tasks based upon the AoS. Complete all compositions and composition logbook by May 1st. |